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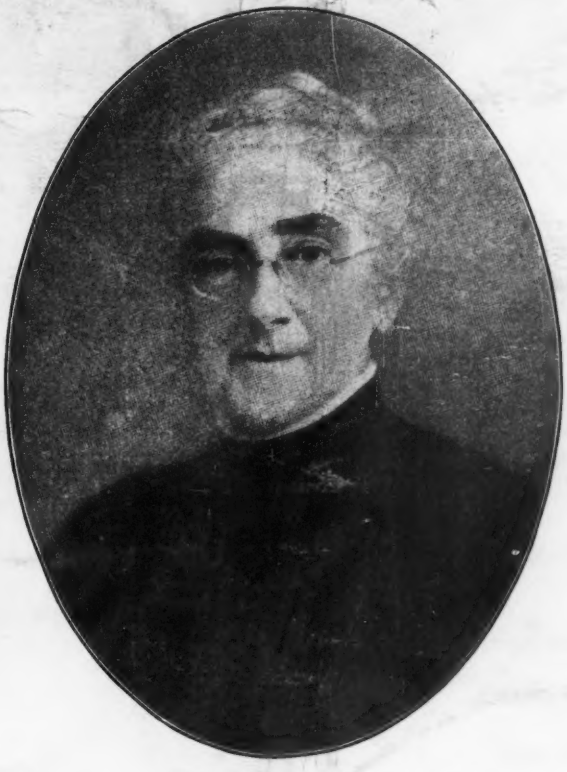
The Home Economist

Formerly Food and Health Education



Ellen H. Richards

OCTOBER, 1927

Gordon M. Craig
Florence M. Seder

News Letters from Health Committee of
Kentucky State Home Economics Association

Elspeth Bennett
Laura Judd Bryant

Times Change

TASTES change from one generation to another, no less than do other customs and practices of the times. Preferences develop and prejudices disappear. Never before have changes so swiftly come as in these days when we've just learned a lot of things that people didn't know about a little while ago.

New things arrive. A generation ago, for example, people knew pineapple, a fruit that grew only in a few favored localities. But it wasn't the pineapple we know to-day. When we think of pineapple now, we think of the kind that "grows in cans" everywhere. We love the flavor of it. The prejudice we once had against the can is now all gone. We know now that food sterilized in sealed cans is the safest, most wholesome of food.

Because we've learned that we need to be sure that food contains nothing that may harm health, we are coming more and more to use foods which are protected by sterilization in sealed containers. We are coming to like the flavor which is the characteristic mark of food that is surely safe and wholesome. Yesterday that flavor was "queer." To-day it is coming more and more to be preferred. To-morrow we shall wonder at the "queerness" of the preference, in other days, for the flavor of any other kind of food.

Milk that has that flavor. Evaporated Milk has a flavor that is distinctive. It is not due to some substance added to the milk, for nothing whatever is added to the pure milk. Nothing is taken from it but some of the water. **All the food elements of the milk remain in Evaporated Milk. None of them is harmed in any way.** The taste of Evaporated Milk is the distinctive flavor of pure milk that is kept fresh and sweet and clean by sterilization. You know the "cooked" flavor of boiled milk. The flavor of Evaporated Milk is that same "cooked" flavor intensified because the milk is concentrated and sterilized.

What the flavor adds. Food made with Evaporated Milk has a rich flavor that is definitely due to the flavor of the milk. This is particularly noticeable in cream soups, creamed vegetables, sauces and gravies. In pies, puddings, custards and ice creams, where the recipe calls for milk, Evaporated Milk, diluted with an equal part of water will give you richer tasting desserts.

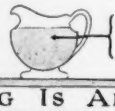
The modern cream and milk supply. Produced under the supervision of experts in the best dairying sections of America—received in sanitary plants while it is fresh and sweet—carefully tested for purity and cleanness—the pure, fresh milk is concentrated, put in air-tight containers and sterilized—protected from everything that can impair its freshness and sweetness and purity.

Have you brought your milk supply up-to-date? Let us send you our "Eating for Efficiency" and "Tested Recipes" containing quantity recipes and other free booklets demonstrating the adaptability of Evaporated Milk to every cream and milk use. Grocers everywhere have this up-to-date cream and milk supply.

Eighty-seven and one-half per cent. of cows' milk is water. . . Twelve and one-half per cent. is butterfat, milk sugar, proteins and mineral salts (solids).

In ordinary milk the butterfat (cream) begins to separate as soon as the milk comes from the cow.

In Evaporated Milk sixty per cent. of the water is removed. . . Therefore every drop contains more than twice as much cream and other food substances.



It is never skimmed milk . . . the butterfat never separates . . . the cream is kept in the milk.

ONLY WATER IS REMOVED — NOTHING IS ADDED

EVAPORATED MILK ASSOCIATION 231 So. LASALLE ST CHICAGO ILLINOIS

THE HOME ECONOMIST

Editor: Winifred Stuart Gibbs

Advisers: Nutrition—Dr. Henry C. Sherman, Columbia University, Dr. Mary Swartz Rose, Teachers College, Columbia University, Lucy H. Gillett, New York Association for Improving the Condition of the Poor. Public School Supervision—Martha Westfall, Director of Home Making, Public Schools, New York City.
Textiles and Clothing—Ellen B. McGowan, Teachers College, Columbia University.

READER AND EDITOR

Let no one intimate that dreams do not come true! Never did any one have such a wonderful birthday! After five years of eager hopes here we are with the chief one, an accomplished fact! Of course, you, Reader, made this possible. Had you not liked the smaller FOOD AND HEALTH EDUCATION, there would have been no larger HOME ECONOMIST! But you did like it and here it is! That we depend on you to an even greater extent than in the past is obvious. Write us, congratulate us, if you will, criticize us if you must, but WRITE us!

* * *

Of course, Mrs. Richards' picture was the first one to be featured in our new series, "Chapters from the Lives of Leaders." No one else was "just the right one." BUT there are many who will be Just the Right Ones for succeeding issues and we trust that these brief glimpses of the lives of those who have made and are making Home Economics a force in the world will give inspiration to our readers.

* * *

One of our plans is for a new type of news item. In this new service, THE HOME ECONOMIST hopes to feature a page or more of brief items ABOUT INDIVIDUALS and also DESCRIPTIONS OF SPECIAL DISCOVERIES THAT HAVE MADE TEACHING EASIER. If you have evolved a clever way of vitalizing your work, a "trick" for catching (and holding!) attention, a "way" of driving home an important point, SEND THE ITEM TO US and we shall delight to do you and your ideas honor!

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(See Cover Portrait)

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Vol. V, No. 10 **10c a copy** **$1.00 a year**

and most important *is the* School Lunch

"Plenty of rich, pure milk three times a day, and most important is the mid-day meal," say specialists in child health. Domestic science teachers and school lunch room dietetians are the first to recognize this need. And a constantly increasing number are choosing Borden's Evaporated Milk both for class demonstration and for practical use in preparing the mid-day meal served at the school. There are excellent reasons for preferring Borden's:

1. It is *whole* milk—full-cream to the last drop in the can. It consequently makes rich, nourishing dishes for hungry children.
2. Borden's is *pure*—the finest country milk sterilized and delivered in the can instead of the bottle, absolutely safe from any taint.
3. Borden's is convenient and economical. Sold everywhere, easy to have an extra supply, no waste.

And these reasons, which make Borden's the best choice at the school, hold equally good in the home. In all cooking—cream soups and other hot drinks, breads, desserts, cocoa—whether for children or adults—Borden's is most dependable.

No special directions are necessary (just dilute with an equal part of water when the recipe says *milk;* for cream, use undiluted). Yet we want you to have our "Milk and its Place in Good Cookery" because it is full of unusual recipes—and other information about milk, too—a real cook *book*, attractively bound and illustrated.

Domestic Science teachers are using it as a manual, and it's equally popular in the home. Mail the coupon today.

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THE BORDEN COMPANY
730 Borden Building
350 Madison Ave., New York, N.Y.
Please send me free copy of "Milk and its Place in Good Cookery".
Name
Address

WHEREVER THE RECIPE CALLS FOR MILK

The Home Economist

Community Health Demonstration

Successful Health Projects, Carried out in Several States, Offer Suggestions to Educator

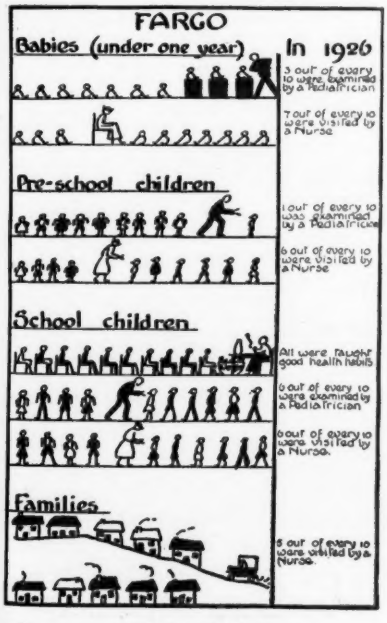
By WINIFRED STUART GIBBS

PROGRESSIVE teachers need not be reminded that the general trend in home economics is toward socialization of class room activities. No longer are "lessons" assigned, to be conned and "recited". Rather is material from which the curriculum is made up presented in such fashion as to make it adaptable to individual, family and community needs.

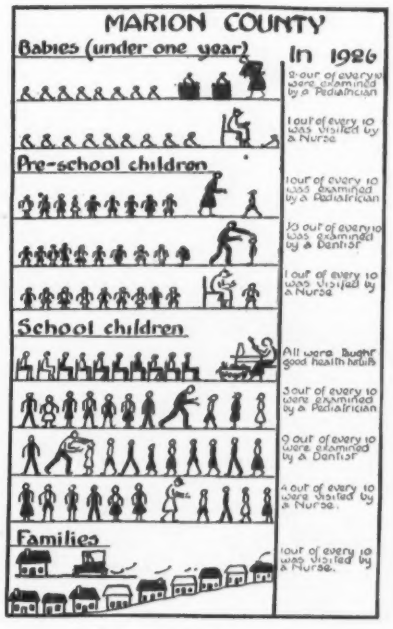
With this thought in mind it is stimulating to follow the progress of certain projects now going forward in the field of social economics. To rightly evaluate inter-relationships is the best possible beginning for a satisfactory program in home economics, public health and community betterment. The child health demonstrations begun by the Commonwealth Fund of New York City furnish an excellent example of the possibilities thought that such a plan might, if As one reads the history of the inception and growth of this community project he is struck with the thought that such a plan might, if wisely directed, offer the teacher of home economics something fresh and essentially vital.

Glancing over Bulletin No. 4, issued by the Child Health Demonstration Committee, and dated June, 1927, we get a clear presentation of the launching of the demonstrations. Teachers of home economics who read this bulletin largely because of an interest purely academic, may find that interest developing until they decide to profit by the experience of the Fund and to adapt the project method to their own problems in education. To quote the bulletin:

> Five years ago the Commonwealth Fund* began an experiment of no small importance to American children, and established a Child Health Demonstration Committee, composed of medical men, public health nursing authorities and lay health workers, to administer it.
>
> The committee was aware that leading physicians, especially those most concerned with the health of children, had left far behind the old theory that the time for a doctor to deal with a baby is when the baby is sick, and had worked out the far better plan of keeping watch over a child's health consecutively—beginning even before its birth, and guarding its development through the feeding crises of the first year, through the critical "runabout" years when bones and teeth, muscles and habits, are developing, and through the stresses and strains that come with schooling.
>
> It was aware that public health nurses, working at the doctor's right hand in the office and health center, and backing up his instructions by patient teaching in the homes which they visited,

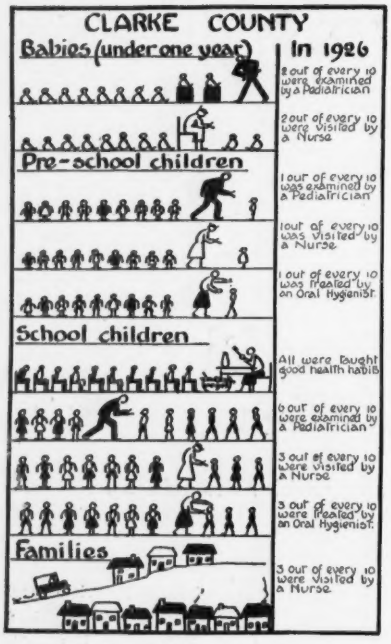

FARGO
Babies (under one year)
In 1926
3 out of every 10 were examined by a Pediatrician
7 out of every 10 were visited by a Nurse
Pre-school children
1 out of every 10 was examined by a Pediatrician
6 out of every 10 were visited by a Nurse
School children
All were taught good health habits
6 out of every 10 were examined by a Pediatrician
6 out of every 10 were visited by a Nurse.
Families
5 out of every 10 were visited by a Nurse.

NORTH DAKOTA
One of the communities which replied, "We are willing to do for our children whatever you prove to be worth doing."


MARION COUNTY
Babies (under one year)
In 1926
8 out of every 10 were examined by a Pediatrician
1 out of every 10 was visited by a Nurse
Pre-school children
1 out of every 10 was examined by a Pediatrician
10 out of every 10 was examined by a Dentist
1 out of every 10 was visited by a Nurse
School children
All were taught good health habits
3 out of every 10 were examined by a Pediatrician
9 out of every 10 examined by a Dentist
4 out of every 10 were visited by a Nurse.
Families
1 out of every 10 was visited by a Nurse.

OREGON
The far West was represented by Oregon who fell into line in 1925. Like the other states staging demonstrations, this one showed splendid results

*The Commonwealth Fund is an endowment established by gift and bequest of Mrs. Stephen V. Harkness "to do something for the welfare of mankind".


CLARKE COUNTY
Babies (under one year)
In 1926
8 out of every 10 were examined by a Pediatrician
2 out of every 10 were visited by a Nurse
Pre-school children
1 out of every 10 was examined by a Pediatrician
1 out of every 10 was visited by a Nurse
1 out of every 10 was treated by an Oral Hygienist
School children
All were taught good health habits
6 out of every 10 were examined by a Pediatrician
3 out of every 10 were visited by a Nurse
3 out of every 10 were treated by an Oral Hygienist
Families
3 out of every 10 were visited by a Nurse

GEORGIA

These are the Southern babies who were candidates for well fed school children. These are the pre-school and school children who aspired to be well fed citizens

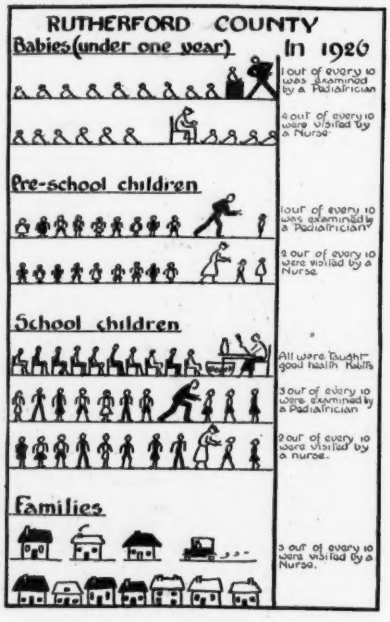
were an invaluable aid in this task of keeping children well.

It knew that progressive teachers had grasped the enormous possibilities of the schoolroom as a place where health habits can be inculcated as firmly as the alphabet, and more firmly, one hopes, than the multiplication table.

But it was also aware that, outside the larger cities, few of these newer developments in child care were generally known or practiced. Even though there was individual leadership by progressive doctors or nurses or teachers, there were still fewer places where this whole battery of skilled services had been brought to bear, as a unit, on the health of children. Few communities had learned to think of the doctor, the nurse, the teacher and the parent as an organized team, or to regard child health as the responsibility of the whole community—a responsibility demanding not only forethought and wise planning, but the generous expenditure, if need be, of public funds.

The child health demonstration in Mansfield and Richland County, Ohio, financed by the Red Cross and administered as a joint project of national child health societies, had been up to that time almost the only effort to try out, in a typical community, the effect of the joint planning and unified administration of approved public health work for children. The Commonwealth Fund decided to set up, in widely scattered cities or counties, four object lessons in child health service. It hoped in this way to make it clear to these and other communities what could be accomplished by deliberate cooperative effort in this direction; to make child health interesting to the whole community.

These demonstrations were each to run for a five-year period. They were experimental in the sense that it is always an experiment to try to lead public opinion to support expert services with which it is not already familiar. They were not experimental in the sense that they would have been if new technical methods had been tried out on the children of these communities as though they were laboratory material. The plan was to bring together in each community a staff of people who would put into effect the soundest methods of child health work which had been developed and tested elsewhere, and to contribute, if possible, something new to the existing knowledge or the best ways in which these methods could be fitted together. The best possible work was to be done, not for a selected group, or for one class or race rather than another, but for the largest possible number of babies and children.


RUTHERFORD COUNTY
Babies (under one year)
In 1926
1 out of every 10 was examined by a Pediatrician
4 out of every 10 were visited by a Nurse
Pre-school children
1 out of every 10 was examined by a Pediatrician
2 out of every 10 were visited by a Nurse
School children
All were taught good health habits
3 out of every 10 were examined by a Pediatrician
2 out of every 10 were visited by a nurse.
Families
3 out of every 10 were visited by a Nurse.

TENNESSEE

Inhabitants of another Southern community who aspired to join the crusade for health Community consciousness well developed by the Child Health Demonstration Committee

An essential part of the plan was that child health was to be demonstrated with these communities and not on them. The first thing the Child Health Demonstration Committee asked the cities and counties which — as soon as the plan was announced — began to compete for selection, was "What are you doing for your own children now and what will you do in the future?" Only those communities which replied in effect, "We are willing to do for our children whatever you prove to us is worth doing" were considered as possible locations for these demonstrations. In the end, out of nearly a hundred applications from the three districts designated by the Fund— the south, the upper Mississippi valley, and the far west—it was decided to place demonstrations in Fargo, North Dakota; in Athens and Clarke County, Georgia; and by way of special experiment in combining a child health demonstration and a county health unit, in Rutherford County, Tennessee; and Marion County, Oregon. The Fargo demonstration was begun early in 1923, the two southern demonstrations in 1924; the Oregon demonstration in 1925.

"What Good Came of It at Last?"

So much good came of it at last as to make it impossible to tell the story in an article like this. Readers who are interested are referred to the office of The Commonwealth Fund, 1 East 57th Street, New York City, for further information. I shall, however, give readers of THE HOME ECONOMIST the privilege of glancing at the story as told graphically in the reports of the Child Health Demonstration Committee of the Fund. The cartoons accompanying this brief account of the demonstrations tell their own story.

Careful study of the entire series of bulletins of the Committee will reveal many things. One community will show a record of development along one line, another will give an equally good account of itself but with varying details. Rotary Clubs, Parent-Teachers' Associations, women's clubs — these and other community organizations figure in the financing program, according to local conditions and needs.

In summarizing the work of the past four years, one paragraph reads:

> It is clear that no two of these four demonstration centers present quite the same pattern of needs or just the same assets to balance them. Insofar as the aim in each of the four is to build up,

(Continued on page 168)

Clean Hands for Better Health

Good Food Alone Will Not Insure Complete Nutrition for Children

By FLORENCE M. SEDER
Cleanliness Institute

"FIRST wash your hands!"

How many directions begin with this essential formula? The teacher of home economics, with her elementary pupils, makes it a part of every recipe, until it becomes the unwritten law preceding every custard or salad.

And though the proof of the pudding is in the eating, yet the preliminary to that proof is again—clean hands. "Have you washed your hands?" is the usual maternal formula when hungry boys and girls rush in from play to take their places at the table. Whether as cook or as eater, any one who is concerned with food learns that first of all he must be clean.

The intimate connection of cleanliness with perfect nutrition is perhaps taken for granted more than it is understood. If early training has made it impossible for you to tolerate uncleanliness, then your standards are as ineradicable as your state of being either blonde or brunette—perhaps more so—and just as hard to explain.

Why must we be clean to be well nourished?

Two reasons at least, stand out. One is health, the other is esthetics.

Look through the books and study outlines on children's health education; see how essential a place is given to bathing and hand washing.

"The tonic effect of bathing the entire body is an important factor in promoting good health," says Dr. Charles Hendee Smith, in his book, "The Nutrition Class," published by The American CHILD HEALTH Association. "Dirty hands and faces increase the danger of taking bacteria into the body. Dirty teeth predispose to early decay."

THE Rules of the Game, set forth by the same organization, start out with "Brushing the teeth at least once a day," "A full bath more than once a week," and so on through the customary emphasis on milk, vegetables, fresh air, and sleep.

Scales and weight records were the first equipment used by schools when they began to be interested in undernourished children. To find out the standard tables of weight for children of various ages and heights then to measure and weigh the children and separate the sheep from the goats, was a matter of routine procedure that many schools undertook with the feeling that this would be all there was to do.

But that was just a beginning. The scrawny little boy in the front seat, who breathed through his mouth and asleep in the middle of the recitation period, was no better off because he held in his hand a card telling him he was twenty per cent below normal weight. No man can add a cubit to his stature by simply thinking about it, says ancient scripture, and no more can Tommy add a pound by simply being weighed.

In short, a whole program of nutrition had to be builtup before it could balance the bad effects of Tommy's

FLORENCE M. SEDER

Miss Seder helps to broadcast interesting facts about the Nationally formed Cleanliness Institute as well as other projects handled by Ames and Norr, Inc.

crowded home, his adenoids, his late hours, and his morning cup of coffee. The milkman and the vegetable peddler joined forces with the doctor, the teacher and the visiting nurse to make Tommy a healthy boy.

Was that enough? Tommy's experience indicates that man does not live by bread alone, nor yet by spinach and milk. He lives also by fresh air, and by soap and water. Most of all he lives by good habits, which are the basis and aim of health education, for one good habit leads to another.

Behold, then the new Tommy, 1927 model, adenoids removed, breathing through his nose, sleeping early and long with windows open, bathing three times a week, checking up to normal weight on the scales, passing on to the next grade, and trying out as pitcher on the Backlot Bulldogs baseball team.

Along with the other new equipment which he has picked up, along with the milk bottle and the toothbrush, is a cake of soap. He has learned that "where there is dirt there is danger" and he no longer squirms at the thought of washing his ears. He wants to be clean personally, to wear clean clothes, and to have his food served neatly. Like most children subject to malnutrition, he is inclined to be "finicky" and high-strung. Only when his surroundings are pleasant and orderly does he really enjoy his food.

The part played by cleanliness in everyday life, whether at home, at school, in the factory, or in public health, is so important that Cleanliness Institute has been launched as a new public service organization to throw additional light and emphasis on the subject. A library of cleanliness is gathering authoritative information which will be circulated to persons and organizations in a position of leadership. From its school department Cleanliness Institute will issue attractive teaching material designed to help in the establishment of cleanly habits in children. The first of these books is called "After the Rain," and describes cleanliness customs in foreign lands. It is illustrated in colors and will be published in the fall. A general campaign of popular education has been undertaken with the hope of lifting the level of cleanliness among the millions, in the interests of better health and self-respect.

THAT the school is a natural place in which to begin such instruction has been recognized long ago by health specialists. Cleanliness is no new gospel. It is already a part of every well-rounded school health program. Take for instance this card of "health chores" suggested by the United States Bureau of Education in "Health Teaching in the High School" as being particularly effective with foreign-born students.

1. I washed my hands before each meal today.
2. I washed not only my face but my neck and ears, and I cleaned my finger nails today.
3. I tried today to keep fingers, pencils, and everything that might be unclean out of my mouth and nose.
4. I drank a glass of water before each meal and before going to bed, and drank no tea, coffee, or other injurious drinks today.
5. I brushed my teeth thoroughly before and after breakfast and in the evening today.
6. I took 10 or more slow deep breaths of fresh air today.
7. I played outdoors or with open windows more than 30 minutes today.
8. I was in bed 9 hours or more

last night and kept my windows open.

9. I tried today to sit up and stand up straight, to eat slowly, and to attend to toilet and each need of my body at its regular time.

10. I tried today to keep neat and cheerful constantly and to be helpful to others.

11. I took a full bath on each day of the week that is checked.

PRACTICE as well as preachment has its place in the school. But here theory often trips over a stumbling block. It is all very well to insist that the children wash hands after every meal and every time they return from the toilet, but how many schools actually have the equipment for carrying this out? Hand-washing facilities are pitifully inadequate in most schools, investigation discloses. Until this condition is remedied all the rules about cleanliness which may be learned by rote are just so much "book larnin' ". Mr. Gradgrind's educational theories had their drawbacks, but he was at least sound when he first taught his pupils to spell words like "wash" and "window" and then set them to window washing.

It is in the school lunchroom that the principles of nutrition and hygiene should have their best chance of application. Here, above all, cleanliness should be the fundamental law. As Katharine A. Fisher points out in "The Lunch Hour at School," published by the U. S. Bureau of Education, "the school lunch affords the only opportunity to place daily before all the school children American standards of living. . . . If a series of lavatories is placed conveniently near the lunchrooms, washing of hands is easier to control, as, of course, this should be done just before the child has lunch."

"The most humiliating element in the management of an average lunchroom is the lack of facilities for washing hands," is the comment of a Chicago principal. "That children who have come from home, perhaps, with dirty hands and at school have played in the dirt and have gone to the toilet should be invited to the lunch table by the school authorities without having the opportunity to clean their hands is a reproach."

PLAIN soap and water has a heavy responsibility in protecting the health at meal time. It keeps the diner's and cook's hands clean; it cleans the dishes used for preparation and service of the meal; and it assures the cleanliness of linens and accessories. Perhaps 90 per cent of all infections are taken into the body through the mouth, according to Dr. Milton J. Rosenau, author of "Preventive Medicine and Hygiene". They reach the mouth in water, food, on fingers, in dust, and upon the innumerable objects that are sometimes placed in the mouth.

In two ways the use of soap and water is a valuable protection against germs. One is its power to remove them mechanically, by washing them off. The other is its power to kill them. Soap has a definite germicidal effect on many varieties of micro-organisms. This has been proven by Dr. John E. Walker, of the Army & Navy, General Hospital, Hot Springs, Ark., whose report has been published in the Journal of Infectious Diseases. Thorough washing of the hands, with formation of a good lather, destroys any adhering diphtheria bacilli, streptococci, and pneumococci, he found.

"It requires a bacteriologist to tell the difference between dirt and dirty dirt," says Dr. Rosenau. "We lack a sixth sense, or microscopic eye, to see and distinguish the harmful germs. We, therefore, must practice scrupulous cleanliness and educate the people to the biological meaning of this term. Long experience has taught the lesson that cleanliness offers a protection against disease; that clean surroundings are apt to be free of infection; and that clean food is apt to be safe food."

THE handling of food supplies in a sanitary way before they reach the home is generally a responsibility of the city board of health and one of its most important tasks. Within the home, it is the housekeeper who is responsible. If she falters at the ice-box and fails to keep that clean, washing it with soap and water and airing it regularly, all her other care and skill may go to waste. She may prepare delicious dishes, but they may not be safe.

The restaurant, purveying food to millions daily who have no chance to inspect its kitchens, is another pivotal point. True, if the dining room is neat and attractive, the patron assumes that the back of the house is conducted in harmony with it. Is he always safe in assuming this? Has the municipal ordinance high enough standards, are there "teeth" in it, and are there enough inspectors to make the approval of the Health Department a real safeguard to the customer? Only too often persons who are fastidious in their own homes accept without question unsanitary conditions in public places.

Now that so much of our food is prepared in factories and canneries, rather than in the home kitchen, its cleanliness bears a direct relation to the health of millions. Some of the leading food factories are models of sanitation and delight the eye. To be personally conducted through a well lighted modern food factory, to see the workers in spotless white uniforms, to see the shining machines and containers, is to gain new faith in the willingness of a great industry to set high standards and to live up to them. Unfortunately there are firms at the opposite end of the scale, who keep as close to the edge of the law as over-burdened inspectors allow them, and whose wares are at best a poor risk from the standpoint of safety from infection.

In home and restaurant alike, dish washing is one of the most important means of health protection. Public health regulations in many cities specify soap and hot water, and this should be the rule in school lunchrooms and home kitchens as well. It is not only that dishes are freed from food remnants and rendered bright and sparkling. Soap should be used to make more certain the destruction, or at any rate the removal, of bacteria. A hot water rinse after the soapy immersion removes the soap film.

A meal may be prepared with complete bacteriological cleanliness, it must be admitted, and still make no appeal to the appetite. Cleanliness in all the appurtenances of the meal plays its part from the standpoint not only of health but of esthetics. The snowy tablecloth, the shining silver and glassware, the immaculate white apron of the maid, and the fresh clothing donned by the family, all bear witness to the imponderable values of pleasant surroundings. "Dressing for dinner" may mean Father's complete change to his dress suit, or it may simply mean that Billy washes his face and hands and puts on a clean blouse. But in every home dinner should imply putting away the dust and dirt of the day, along with its cares and troubles, in preparation for the family re-union.

These are the standards prevailing in the typical American home of the better class—based not necessarily on any financial superiority, but on superiority in the make-up of the mother's personality. Yet there are probably thousands, if not millions, of homes which fall far below. Through the children at school, through boys' and girls' clubs, through every available avenue of entrance, the gospel of cleanliness carries with it into these homes the promise of better health, of beauty, of harmonious and well-ordered living.

New Commercial Material

284. *"The Economics of Vitamines."* A rather technical bulletin suitable for high school food classes. It contains valuable information on the results so far attained in the vitamin field, the relation of vitamins to fats, the use of fats and the use of food so as to obtain the most benefit from its vitamin content.

285. *"Cold Is the Absence of Heat."* An illustrated story telling what cold really is, how it comes about and how it is used as a means of refrigeration. Well written by an authority on household refrigeration.

286. *"The Story of Pie."* Traces the history of pie from its humble beginning to the present day. The place of pie in the diet and its digestive qualities are also discussed.

(Continued on page 176)

The Story of Food and Food Products

Supplementary Reading for Food Study Classes in Schools

The Story of Pickles

By GORDON M. CRAIG
Vice President, Mrs. E. G. Kidd, Inc.
Richmond, Virginia

PIN MONEY'S HOME
This entire building is devoted to the making of Pin Money Pickles. In addition there is a large warehouse in which the brined vegetables are stored

THE manufacture of pickles, relishes and condiments is one of the most important of the food industries. A great many pickles are still made at home, but most of those used are produced in commercial plants.

The term pickles applies to any food that is preserved in brine or vinegar; but the manufacture of high grade pickles involves considerably more than just the mere putting of the vegetable into brine.

In the first place the vegetables themselves must be just the proper shape and size. A cucumber, for instance, must not be fibrous or hollow; it must be of almost uniform thickness and of a variety that will stand up well under the pickling process. In addition it must be firm and of good keeping quality. The American Pickle Packers' Association in conjunction with the University of Michigan Agricultural Department have carried on very intensive experiments for the past three years for the development of the ideal cucumber, and while substantial progress has been made along these lines, the experiments are not yet completed.

The cucumber is one of the most important vegetables used for pickling and is packed in many forms—in plain or spiced vinegar, sweet or sour; in fermented spiced brine as dill pickles; in mustard sauce; sliced into rings and packed in a heavy spiced syrup or chopped and combined with other vegetables in many kinds of relishes. Various sizes are used ranging from the "midget gherkins" that are about an inch in length to the familiar huge "dills". Therefore, the importance of having the variety that will give the best possible results is apparent.

The pickling process is divided into two parts—first brining or fermenting the vegetables in a solution of salt and water, and, second, pickling with vinegar and spices.

The first step—brining—is a most important one as it is responsible for the success or failure of the pickles. The object is to bring about a lactic acid fermentation that will produce a good flavor and so change the composition of the vegetables that they will keep for a long time. The brine is made of salt and water carefully proportioned and accurately measured. A weak brine permits the growth of desirable yeasts and lactic acid bacteria, but prevents the growth of the putrefactive bacteria that would naturally cause the food to spoil. However, if the solution is too weak the pickles will be soft and only the putrefactive bacteria will develop; if it is too strong the action of the lactic acid bacteria is hindered. Therefore, the strength of the solution must be accurately measured. This is done by means of a device called a salometer. As most vegetables contain 80 per cent or more of water and as the salt in the solution draws out part of the water, the brine solution must be watched and kept from dropping below the minimum that makes for safety.

Brining is usually carried on in large wooden vats or tanks. These must be thoroughly cleansed and sterilized before using in order to avoid the growth of objectionable bacteria.

Cucumbers and most other vegetables deteriorate quickly after picking and should be put into brine as soon as possible after picking, otherwise the pickles shrivel and do not work out satisfactorily. One of the best known of the high grade commercial pickle plants has contracts with the farmers who grow their vegetables that call for delivery to the plant within 24 hours after picking. Once at the plant they are put immediately into a 20 per cent brine solution that entirely covers them. Fermentation starts within 24 hours and a scum begins to form on top of the tanks. This must be skimmed off at the start every two or three days. The percentage of salt in the brine is gradually built up over a period of four to six months until it finally reaches about 80 per cent. The solution is kept at uniform concentration by drawing it off from the bottom of the tanks and pumping it up over the top. When fermentation has stopped the pickles are considered "cured" or thoroughly processed and are known commercially as "salt stock". This salt stock may then be kept, with proper care, in the solution for a year or so.

The late summer and early fall are busy times at the pickle plants, for it is then that the vegetables are received and put into the brining vats. All the vegetables used for pickling have to go through this process before vinegar, spices, etc. are added, and most of them are ready at about the same time, and must be immediately cared for. Besides cucumbers those most used are the tiny onions, cauliflowers, sweet peppers, mangoes, gherkins and cabbage. Watermelon rind for sweet pickles is also used largely by a few concerns. Most of the products are grown near the plants where they are pickled; some of them, especially tiny silverskin onions, midget gherkins and cauliflower are often imported from Holland because they are better in quality and stand up better under the pickling process. These are always imported as salt stock and are ready to be made up into the various types of pickles.

Before the cured vegetables are placed in vinegar, they must be orted and graded according to size. This applies especially to cucumbers which are used in so many forms. Sorting is usually done by women as the cucumbers pass bef re them on a broad belt. The grading for size may be done either by hand or by machinery.

A WORD FROM THE ROYAL BAKING POWDER COMPANY

IT is our feeling that the home economics teacher of today is doing tremendously significant work in passing on to the young people of the country the important facts about food and nutrition and in doing this educational work they are building up habits that will mean much to the coming generation. We greatly appreciate the wonderful co-operation that this group of women have given and are giving our company.

Howard K. Davis.

Vice President,
Royal Baking Powder Company

Cucumbers are generally graded as Midgets (from 1 to 2 inches long); Gherkins (from 2 to 2¾ inches long); Mediums (from 3 to 4 inches) and Large (4 inches or more). Each of these grades is often subdivided, as for instance into No. 1, 2 or 3 Midgets, which means that there are approximately 650, 450, and 340 pickles per gallon, respectively. Different plants have slightly different methods of grading and designating sizes, but the terms just given are common to all plants.

Certain changes take place in the pickles during the fermenting period, due to the action of the lactic acid bacteria. Cucumbers change in color from a bright green to an olive or yellowish green color and the flesh becomes translucent. They absorb a considerable amount of salt and the sugar they contain is converted into lactic acid and a small amount of carbon dioxide. When the fermentation is complete and has been properly conducted, the pickles will be firm, crisp, even in color and translucent.

JUST BEFORE SHIPPING
Packing Pin Money Pickles

Excess salt must be removed before the pickles are put into vinegar. To do this they are first well washed in cold water, then cooked and steamed in hot water for forty-five minutes and left in the water until cold. When cold the water is drained off and the pickles covered with a boiling solution of dilute vinegar, seasoned as desired with spices and a small amount of sugar. They stand in this solution for three days. At the end of that time the liquid is drained off and the pickles covered with another, slightly stronger solution of hot vinegar, spices and sugar and left for another three days. That in turn is drawn off and a third still stronger application of hot vinegar, spices and sugar used. The pickles stand in this last solution for four days before they are finally ready for packing. These steps are necessary to prevent the pickles from shrinking and to develop the flavor. Packing is done by hand and according to a definite design. After packing the bottles are filled with a mixture of full strength vinegar properly seasoned, sealed and packed for shipment.

The quality of the vinegar and the spices used has a decided effect on the quality and flavor of the finished product. The old fashioned, naturally made pure cider vinegar is richer in flavor than the kind that is generator run. The latter may be just as pure, but it lacks the volatile esters, ethers and aldyhides that are present in the former. Pure apple cider vinegar is expensive because it must be aged for three or four years before it is ready for use and it cannot be satisfactorily made in containers larger than the fifty gallon size. However, manufacturers of the best brands of pickles feel that the flavor obtained from this type of vinegar is well worth the extra cost and every effort is made to secure it. The best quality of spices are used and pure granulated sugar. Different plants usually have their own special formula specifying the amount of sugar and the variety of spices to be used. Whole cloves, mustard seeds, celery seed, ginger root, mace, coriander seed, tumeric, allspice and stick cinnamon are the spices most in demand, the assortment depending on the flavor desired.

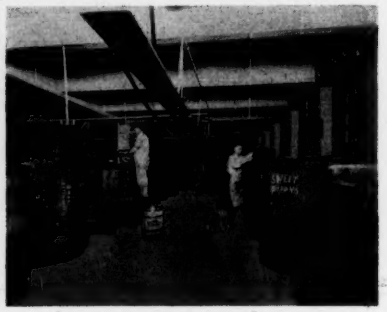
SALTING
Picture of the brining room of a Pin Money Pickle plant

Sweet pickles are made the same as sour ones, the difference being in the vinegar solution used.

Dill pickles are made without the use of vinegar. Instead they are fermented in a dilute brine seasoned with dill, which is a plant, and spices. A weaker brine is used than that required for vinegar pickles, because more rapid fermentation is desired.

Relishes are prepared from or contain finely chopped vegetables that have been brined. Chow-chow, Dixie relish, Piccalilli or India relish are all made from mixed vegetables. Pepper hash or relish is made from sweet peppers and onions.

Conditions surrounding the manufacture of high grade pickles must be of the best. Careful supervision is maintained to insure cleanliness in the plant and among the workers; modern machinery is utilized to sort, clean and cut the vegetables; temperatures and solutions are regulated with the greatest care; and the products used are selected for quality and finest flavor. Every step in every process is standardized in order to insure the same quality and flavor in every lot of pickles put out by the plant.



FIRST STEPS
In these great vats Pin Money Pickles are treated with the hot solutions of vinegar and spices

The Story of Spices

By Laura Judd Bryant
McCormick and Company, Baltimore, Maryland

SOME of the foods, such as meats and vegetables, have in them when produced, sufficient flavor which can be developed or intensified by the use of condiments. However, there are some of the foods to which it is necessary to add flavor to make them more pleasing in taste. For this reason, we have adopted the use of flavoring extracts.

A flavoring extract is a small part of the essential oil or essence of fruits, seeds, roots or blooms of a plant held in solution in alcohol, which may be added to food as required. There are a number of ways of preparing such flavoring extracts:

First--*Expression.* This method is used in fruit where the essential oil or flavoring principle is abundant. A good example of this is oil of lemon, oil of orange, etc.

Second—*Distillation and Maceration.* which, in most cases, requires chemical knowledge. A simpler example of this is the extraction by distillation of the oil of peppermint.

Third—*Absorption.* Absorption is generally accompanied by maceration and percolation. An example of this is the making of vanilla extract.

True Extract and Imitation—a subject which is of interest to both the Flavoring Extract Association and to the individual firms which make up this

association. The imitation extract manufacturers have produced a great deal of propaganda to influence the public mind against the use of the true extract. Of course, the best point in their favor is the cheapness of their products.

We will consider the true extract of vanilla versus the imitation or compound. True vanilla extract is made from the chopped vanilla beans, alcohol and water. It is always necessary in studying the materials which go into food products, to know something of the nature of the plants and their cultivation.

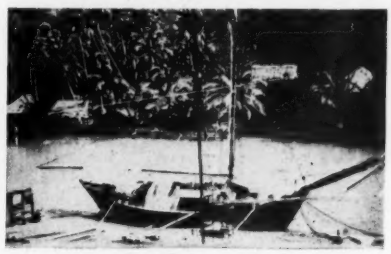
The vanilla plant is a member of the orchid family—the only one to be used for anything except the beauty of bloom. It is native of Mexico, and the bean reaches its perfection of flavor in Mexico. It has not been possible, up to the present time, to successfully transplant the Mexican bean and retain its flavor. The vine grows in moist, low soil and attaches itself to rocks or shrubs. It has a bloom something similar to the tube rose and is very fragrant.

An oriental trading post

It is necessary to use artificial pollination in the culture of the vanilla bean, and this is most successful when it is carried out the first morning that it blooms. The pollination is done by hand. There was a long time that this was not known, and it was not understood why the vine taken from Mexico into other countries could produce blooms but no beans. It was then discovered that the plants were being pollinized by insects, and these insects were native to Mexico. The result was the hand pollination. Immediately after the bloom is pollinized, it begins to wither and fade. If the bloom is not pollinized, it will remain fresh and attractive for several days. By means of the hand pollination, it is very much easier for the producers to have finer products as they may select the blooms which they wish pollinized.

Harvesting: After the bloom has been pollinized, the beans, or long thin pods looking something like a very thin banana, grow on the plant and great care is required in harvesting them. If they are allowed to stay on too long, they split, and if they are harvested too soon or too green, it will affect the flavor. After the beans are harvested there are two methods by which they may be cured: The sun process, the bourbon or hot water process.

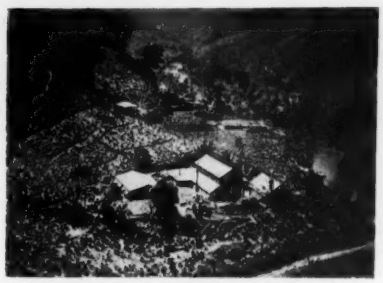
The sun process is the one that is most commonly used in Mexico. The beans are spread on mats in the sun



Dutch boat bringing nutmegs to Padua from small towns

and allowed to steam, then placed in blanket lined cases and sweated. This process of steaming and sweating is cut down after each time, but it takes several months to properly cure the beans.

The hot water process, of course, is a very much quicker one but is carried out along the same principle. After the



A typical tea estate

beans have been dipped in hot water and sweated, they are dried in the sun or in cool drying rooms, through which the fresh air is swept over them. After the beans are dried, they are stored to age, as this improves the flavor.

A peculiarity of the Mexican family is they go in for vanilla culture and

Grading nutmegs in sizes

curing, and this art is passed down from generation to generation.

The chief constituents of the vanilla bean are: Gums, resins, vanillin.

There is very little known about the gums or resins, although they add quite a bit to the flavor, aroma or bouquet of the vanilla bean. The vanillin is a fine white crystallin substance which comes out on the vanilla bean when subjected to severe cold after curing, and at one time was thought to contain all of the flavor of the bean. Now, we know that the flavor, aroma or bouquet depend largely on the resins themselves, of which we know very little.

After the beans are brought into the factory to be made into extract of vanilla, they are chopped by a specially designed machine which is so constructed as to not generate heat. If the heat were generated, it would release the volatile oils and in that way some of the flavor would be lost. After the chopping, the beans are placed in specially designed percolators. The percolators have a partition or division that is perforated half way down the cyl.

Assorting and grading nutmegs

inder. Clean excelsior is placed on this, then the chopped vanilla beans. In the lower part of the percolator, below this grating or perforation, is placed a solution of alcohol and water which is washed over the chopped vanilla beans until all of the flavoring material is extracted. It is far superior to the old method. The old method of percolation was to put the chopped beans into a cone-shaped container, pour the alcohol over them and let it drop through, which, of course, left a great deal of the flavoring material in the bean and did not give so fine a product as at the present time. It is necessary to add alcohol and water to develop the finer flavor of vanilla.

Many offers have been made, one by this firm for $10,000.00, for a formula for making good vanilla extract which would stand up for cooking purposes without the use of alcohol, but, as yet, no satisfactory formula has been submitted.

After the extract is made, it is put in glass lined tanks and allowed to age for six months to two years before it is bottled and placed on the market. This is necessary to develop its flavor.

The Quality of Vanilla Beans: The Mexicans are of the highest quality, and they grade on down to the cheaper ones which are lacking in flavor and aroma, finally reaching the Tahiti beans which have a peculiar heliotrope odor, and the extract tastes something like prune juice. The Tahiti is the cheapest vanilla bean on the market.

Imitation Extract, or as it is sometimes called "compound extract," is made from coumarin, vanillin, alcohol, water, also caramel color. If it is a true compound extract, it also has a small quantity of vanilla; that is, the true vanilla added to it. In most cases, this is obtained by using the washings from vanilla beans that have been percolated for true extract.

Vanillin, as I said earlier, is a white crystallin substance that forms on the vanilla bean. At one time, this was supposed to be the entire flavoring property of the vanilla beans, and when it was discovered that it could be made from oil of cloves, this product sold for about $60.00 per pound.

Coumarin is the principal flavoring property of the imitation extract, and this is the crystallization of the tonka beans, or it may be made from Virginia deer tongue. These two products have a coarse, heavy flavor something similar to the vanilla bean, but lacking the finer and more delicate flavor of the bean. It is used largely at this time

Transporting spices from the interior

for flavoring plug tobacco. The coumarin of commerce is largely a coal tar product.

The extract may be a true vanilla extract and not necessarily a quality extract. A quality extract is made from the Mexican vanilla bean and best grade of alcohol and water.

The purity of extract does not indicate quality. In fact, the flavor of the imitation extract is very much stronger but does not have the fine bouquet or aroma. The U. S. Pure Food Laws are, of course, very splendid laws, but they do not insure quality in products. They insure purity and purity is not, of necessity, quality. The requirements are that pure vanilla extract should be made from 13.35 ounces of vanilla bean to the gallon, but they do not at any time or place specify the kind of vanilla beans that should be used. It can be the cheaper Tahiti bean and still be a pure extract of vanilla. Now, a quality extract should be made from the higher grade of Mexican beans.

Simple Tests for True Extract of Vanilla

1st—Let drop on the back of the hand an equal amount of true and compound extract and taste each. To determine the quality of the extract, try this simple method of tasting.

2nd—Wet a piece of clean, odorless blotting paper with some of the extract and allow it to dry. After it has dried, you will get the fragrance or aroma of the extract.

A laborer's hut in the Ginger Country

3d—Place one teaspoonful of sugar and a few drops of vanilla in a half cup of water. Taste.

4th—Drop a small quantity of the extract into a glass and wait until the alcohol has evaporated. Test the odor from this method. This is preferable to using blotters about which you are not sure.

Usually an ice cream and cake made with true and compound extracts are served with whipped cream on top of the cake. This refutes the theory that true extract will freeze out or bake out. Up to the present time, this has been very successful.

In giving this demonstration before a group of 26 trained women, 18 were able to select the true extract products. The true extract products are usually made pale pink in order that no confusion in the minds of the people will be aroused as to which they are tasting.

Book Review

"The Foundations of Nutrition." By Mary Swartz Rose, Ph.D. The Macmillan Company, New York. Illus. $2.75.

"Anyone can learn to run an automobile by rule," says Mary Swartz Rose in the preface of her new book. The author then proceeds to show how routine mastery of the principles of running the engine will not satisfy the driver who is eager to know something about the machine as a whole. Moreover, she points out how great numbers of automobile owners have found that it saves money in upkeep and repairs to study the mechanism of their cars and to have more than a parrot-like knowledge of running their own engines.

Mrs. Rose then proceeds to show how the learning of the body is much more satisfactory if this process too is handled by someone who knows the reasons why. She proceeds to her main thesis which is "This book is written for those who wish to live more intelligently."

While the historical chapters relating to the development of the science of nutrition as well as some of the later discussions in the book are somewhat technical there is no question but that the general manager of a food plant will do well to add the book to the reference library of his plant. His chemist, for example, will spend many happy hours in checking his own work in relation to the theories of nutrition which Mrs. Rose sets forth so brilliantly.

If the manufacturer has a dietitian on his staff, she too will welcome such a book as an almost indispensable help in her work of teaching food values to the employees whose welfare is their chief concern.

After discussion of the body's need for energy, Mrs. Rose proceeds to a scholarly summing up of the energy requirements of various ages and for working people under various conditions.

The volume shows the vital importance of body building material, and how to select it in proper proportion. It shows graphically what happens to animals who do not have sufficient of this body building material and it also shows that the matter of selecting this type of food is not so simple as we once thought.

Then Mrs. Rose discusses the important body regulating food which is so necessary if the cells are to function properly, if the bones are to be hard the entire system is to be kept in running order.

There are several chapters on the construction of an adequate diet. The various individuals already spoken of such as the chemist, the dietitian and the lunch room director will each read these chapters with individual problems in mind and find these problems solved.

The director of the lunch room in the food factory may learn from the book how to plan diets served in that lunch room with health and efficiency of the workers as the first consideration.

(Continued on page 164)

Health and Character

Connecting School Curriculum with Home Problem

By MARIAN F. ROWN

MANY schools are showing daily the close connection existing between health teaching and the curriculum as a whole. Furthermore, they are giving practical demonstration of the effect of this education on character. Superintendent R. G. Jones of the Cleveland schools, has been particularly successful in proving these and kindred points connected with the teaching of health and the formation of character. In his annual report for 1926 Mr. Jones shows how health teaching fits into the teaching of other subjects so as to make a well rounded curriculum, and how such a curriculum, expertly followed, results in character development.

I am privileged to make somewhat detailed quotations from the annual report of the superintendent of the Cleveland Public Schools showing how the teaching of health may have a direct connection with character building. In the reading of these extracts teachers will find helpful suggestions in carrying out health projects.

The following excerpts are particularly valuable since Cleveland holds a high place among American communities which are doing most for their children.

First we may start with the kindergarten. The report tells us that the kindergarten rooms usually have a south and east exposure with plenty of sunshine; ample space is provided for free bodily activity and much attention is paid to the effect of clean and artistic surroundings upon the child's mental and emotional natures. A luncheon is furnished to undernourished children. Rest is the next subject taken into consideration, and for this, mats are provided so that the children may lie flat on the floor. The children are taught to keep hands and materials away from the mouth and nose, the proper use of toilet and drinking fountain, the habits of regularity, decency and privacy. They are taught to create their own little rhymes of which the following is an example::

"Candy and cake
Make my teeth ache.

"Milk and bread
Make my cheeks red.

"Coffee and tea
Are not for me.

"The cow says 'Moo,
Here's milk for you.'

"Early I will go to bed,
So I won't be a sleepy head."

Here is a play given by the first and and second grade pupils at Washington Park School:

Cast of Characters

Little Boy
Mother
Child with Basin of Water
Child with Soap
Child with Wash Cloth
Child with Towel
Child with Toothbrush
Girl with Brush
Boy with Comb
Child with Shoe Brush
Child with Whisk Broom

Scene—*Child's Bedroom.*

At the right of stage is a child's cot on which the Little Boy is sleeping as the curtain rises. In front of the cot to left side is a portable wash stand such as is used in the dispensary.

As the curtain is pulled, the child is seen sleeping on the cot. Child with Basin and Child with Soap run in from the left side of the stage to the center.

One of the Posters

Water: I am water, I travel with soap. We always carry the right kind of dope. A little of me with the aid of my friend, the dirt on your face we always can mend.

Soap: I am a little cake of soap. A friend I am to all. I'll come whenever you call.

(*The two walk to back of stage.*)

Wash Cloth: I am Johnny Wash Cloth. I love to do my work. If the children use me, my duty I will not shirk.

(*Steps back in line with soap and water.*)

Towel: I am a towel as you can see. Please come and get quite used to me. Just take me in your hand this way, and use me gently every day.

(*Towel steps back in line.*)

Tooth Brush: Use me in the morning. Use me at night. Then you will be doing just what is right.

(*Steps back in line.*)

(*Comb and Brush run up.*)

Comb: I buzz through heads of shaggy hair. Sometimes I wonder if I dare. Some little boys forget my name, and I really think it is a shame.

Brush: Brush and brush with all your might. Brush your hair, morning, noon, and night. And that will be your mothers' delight.

(*Both step back in line.*)

(*Shoe Brush runs up.*)

Shoe Brush: I am a shoe brush, lonely and sad. If you would use me I would be glad. I can make your shoes so spick and span, and you will look like Daddy's little man.

(*Steps back.*)

(*Whisk Broom comes and talks.*)

Whisk Broom: Whisk, whisk, whisk, is what I do all day; to help the children clean their clothes and keep the dust away.

(*Steps back.*)

Mother, calling off stage: "Howard, Howard, time to get up."

Little Boy gets up, yawns and stretches. Runs up front.

Little Boy: Good morning, good morning, everyone. I just woke up from a good, long sleep. My friends I must call to help me to dress. And to school I must go, looking my very best.

(*Goes to line and takes basin and soap and washcloth. Pretends to wash with soap and water and washcloth, then goes to towel and carefully dries face and hands. Folds towel and washcloth neatly and puts them away. Takes tooth brush and brushes teeth. Puts it away. Takes comb and brush and pantomimes combing and brushing hair. Puts on clean shirt and tie. Takes whisk broom and brushes clothes. After he has finished, comes up to the middle of stage.*)

Next we come to the upper grades where the teachers use their opening exercise period for discussing health habits. The lessons in health training have been presented in correlation with such subjects as language, reading, geography, nature study, art and music.

The aim at the Oliver Wendell Holmes School has been to think of health and good citizenship in terms of beauty, joy and happiness, for a child always remembers the lesson he is happy in learning.

Now we come to a class taking the trip to Healthland, which is illustrated on the next page.

The Tod School gave a pageant which comprised the following numbers:

1. Importance of fresh air and sunshine to good health.

Light, Life, Sunshine, Vigor and Vim rescue Helen, who is ill with headache and cold, from the clutches of Germs, Bad Air, Weariness, and Cold. (2A Pupils.)

2. Clean Bodies.
Bathing, washing hands, face, neck, ears, etc. Original dramatization, pantomimes, song, and drill. (1B Class.)

3. Clean Clothing.
Original musical dramatization.
Chief Characters — Water, Soap, Boiler, Wind, Sun. (1A Class.)

4. Right Food.
Operetta.
"Peter and the Vegetables." (Kindergarten and 1B Class.)

5. Right Use of Time.
Work and Play—original play.
a. Helping Mother.
b. Play and Work at School.
c. Folk Dances (3B Class.)

6. Play.
"Kill the Mosquito and Swat the Fly." "War on Rats." Mrs. Fly and Mrs. Mosquito decide to depart to another town. (3A Class.)

7. Clean Homes.
Original Drills.
Broom Drill.
Dutch Cleanser Drill. (2B Class.)

8. Clean up, Paint up.
Original dramatization.
Mr. and Mrs. Worker vs. Mr. and Mrs. Doolittle.
Through influence of the Workers, Mr. Doolittle decides to clean up and paint up. (4A and 5B Classes.)

9. Care of Teeth, Hair, Eyes and Importance of Good Posture.
Original Play—Dr. Advice and Patients.
Shampoo, manicure, and tooth brush drills. (6th Grade Class.)

10. Work in Different Health Organizations.
Original Play—"A Conference."
Characters — Uncle Sam, Moses Cleveland, Red Cross Nurse, Boy Scout, Girl Scout, School Nurse, and School Doctor. (4B and 5A Classes.)

11. Health Songs—Glee Club.

The project was correlated with reading, language, civics, history and art. The auditorium was made attractive with posters, slogans, pictures, and a "Sunshine Shop," where brushes, brooms, towels, soap, tooth brushes, and similar articles were on sale at low prices.

Results, in the response of pupils and parents, well justified this intensive program.

Passing to the Fairmount Junior High School, the report describes a bulletin which was sent to the parents of the pupils.

You are interested in the health of your children!

OF COURSE YOU ARE, AND SO ARE WE.

Fairmount want you to know that we are emphasizing the following health rules:

1. At least two warm baths a week.

2. Clean hands, nails, and clothing daily.

3. Brush teeth before going to bed and before breakfast.

4. Clean handkerchief daily.

5. Wash hands before eating and after going to toilet.

6. Three hours of outdoor exercise if possible.

7. Ten hours of sleep with windows open all through the year.

8. Since our children today have too much excitement, will you try as much as possible to have them avoid picture shows and exciting stories in the evening?

Since every growing child needs the proper kind and amount of nourishing food, he should have daily, one quart of milk in some form; cereal thoroughly cooked; green vegetables, such as spinach, carrots, beets, cabbage, onions, or greens; meat only once a day; no fried meats; some sweets, used only after meals; coarse breads, such as graham, whole wheat, and rye. Avoid soft breads, pancakes, etc., that will not be chewed.

Your growing children should not have tea or coffee.

We are asking your help in carrying out these rules with your children, thus forming certain habits which we believe are necessary to their health.

A Group from an Elementary School Health Pageant

Passing to the Fairmount Junior High School, the report describes a bulletin which was sent to the parents of the pupils.

Teachers have been for years trying to cultivate good health habits in students. Why may not the relationship of health to practically every part of the curriculum be emphasized so as to help in forming character. Good results will show from term to term, since it is in school that many of the early habits are formed.

Elementary Pupils Take a Trip to "Healthland"

Illustrations reproduced from "Annual Report of the Superintendent of the Cleveland Public Schools for the School Year 1925-26," published by the Board of Education, Cleveland, Ohio.

Book Review

(Continued from page 162)

The section on rickets and sunlight will be of special interest to the manufacturer who is considering the effect of working conditions on the output of his employees. He will learn that a worker who is deprived of his proper sunlight will, to put it boldly, not be a good investment for the manufacturer.

This is not a book for the average layman. In order to tap the rich store of knowledge contained within its covers, it should first be in the hands of someone who knows both how to study and how to hand on results of his own study.

EDITORIAL

To Readers of FOOD AND HEALTH EDUCATION

THE year 1927 marks our fifth anniversary and we have for some time been turning over in our minds various ideas for celebrating our birthday. Finally we decided to follow the example of the mother who trained her children to give rather than receive gifts on their birthdays. Since our readers have helped us build up the publication it seems only fitting that on our fifth birthday we should offer them such gifts as are within our powers to bestow.

We say "gifts" advisedly, for we have in mind not one but many proofs of our appreciation and these will be offered during each of the issues of the coming year.

In this number there are several of these birthday gifts, the first being a new name! We hope that you will like this new name for it means that we are broadening the scope of FOOD AND HEALTH EDUCATION so as to include as many as possible of the interests usually included in the term "home economics".

For example, in the past we have shown you the Home Economist as she worked in the nutrition laboratory or interpreted the results of others' work in the nutrition class room. In the future you will see her, this sister Home Economist of yours, at work not only in the food field, but in the realms of housing, clothing and household administration as well.

SO much of our new plans we told you in September, but it was not until the actual work of developing began that we decided to adopt a name commensurate with the importance of our new field.

Another gift is a new cover. Mrs. Richards' photograph is our guarantee of loyalty to the aims and organizations of all professional home economics groups.

We think that you will like the series of portraits we have planned for future issues. As many as possible of the allied fields will be represented and the leaders whose photographs are to embellish the covers will also contribute to the pages of THE HOME ECONOMIST.

And speaking of home economics groups, we desire to be distinctly understood in regard to our relationship to the professional field. For example, we shall in no wise compete with "The Journal of Home Economics". That publication, organ as it is of our professional association, has its own place, just as we trust THE HOME ECONOMIST will make for itself another.

Our entire editorial policy calls for loyal support of the standards for which "The Journal of Home Economics" stands. As a charter member of the American Home Economics Association we could hardly consider any other course.

Our main purpose might perhaps be summed up somewhat after this wise. To offer to workers in the field of home economics an open forum for INFORMAL DISCUSSION of the very questions that are handled so well in the more technical pages of "The Journal of Home Economics".

JUST as there must be interpreters of the scientific work accomplished in the technical laboratories, so it is hoped there may prove to be a place for a publication which specializes in relating in an informal way some of the results to be achieved by study of the admirable scientific material as published in "The Journal of Home Economics".

We are quite aware that this is an unusual note to strike. Were it not for the fact that "The Journal," as we all call it affectionately, is our own professional organ, THE HOME ECONOMIST would feel it something of an impertinence to bring its name into an editorial announcement of its own aims and plans. But "The Journal" IS our organ, and it seemed to us that considerable confusion in readers' minds might be avoided in the future if we state frankly just where we stand in the field.

Another gift to our readers will take the form of a series of intimate little talks with workers in the field. While leaders will be featured in the series, many of the interviews will be with women who are younger in the profession. The decision to include such educators dates back several years. FOOD AND HEALTH EDUCATION having published a brief sketch of a woman whose name is a, might one say, schoolhold (?) word, some of our less experienced contributors expressed themselves as "scared" at the thought of appearing in a publication with such brilliant contributors! THE HOME ECONOMIST will, it seems to us, present a better rounded program of work if it includes enough of the brilliant and famous to inspire, a sufficient number of the less well known to make its readers get over being "scared".

STILL another of our birthday gifts will be a series of crisp papers from those having authority setting forth their views on opportunities in the various fields, such as classroom work, laboratory work, commercial work, editorial work and so on

Please do not get the idea that we are in danger of forgetting the class room problem. Devices for rousing interest among students, young and mature, will continue to be a special feature.

Finally (until next month!) there is our own particular pet project which is to be developed as fast as possible. We refer to the larger aspects of home economics. As in the past we shall strive to open new doors that our readers may perhaps forget for a time that their own particular work rooms are small, and remember only that from such smaller rooms leaders have gone out to establish home economics as a movement of importance when any world wide efforts for race improvement are to the fore.

We hope then that you will wish us many happy returns. If we are privileged to give you material such as will lighten your labors and inspire your minds to greater accomplishment, then such returns as may be granted to us must needs be happy!

ORGANIZING STUDENT CLUBS

THE Student Club movement is essentially an outgrowth of work done by the American Home Economics Association and the State associations. For this reason readers of THE HOME ECONOMIST who are interested in founding clubs in their neighborhood, or in developing those already organized, should keep in mind the fact that whatever work we do will be a cooperative project to be sponsored by the American Home Economics Association.

THE HOME ECONOMIST aims to act as a disseminator of information on this and kindred movements of interest to teachers of Home Economics. Just as in the past it has endeavored to effect a medium for an exchange of experiences among teachers of secondary schools, so in the future, it hopes to broaden its field and give Student Club workers an opportunity for similar interchange.

In January 1927 The American Home Economics Association completed one phase of a survey made for the purpose of assisting both teachers and students in the forming of Home Economics Student Clubs. The result was a bulletin issued in that month setting forth in detail ideas on organization; on the drafting of a constitution; membership; frequency of meetings; dues; duties of executive and other committees; special interests and activities.

The bulletin closes with a message from the International Committee, followed by a roster of State Home Economics Association with officers and time and place of annual meetings.

Teachers and students wishing to obtain copies of this bulletin may address the American Home Economics Association, 617 Mills Building, Washington, D. C.

One of the especially valuable features in the book is the discussion of the relation of Student Clubs to State and National Associations.

Health News Letters

Health Committee of Kentucky State Home Economics Association

DEAR Home Economics Teachers:
So many of you are making such a fine contribution toward spreading knowledge that will improve the health of our Kentucky people. Much of your work carries beyond the few girls who are privileged to be in your classes. This is as it should be, for who else in your community is better, if as well, equipped to direct health teaching, as are you?

Most of you responded to the request for reports wonderfully. Many of these contained most successful projects and new ideas. I feel that they should be passed on to others, so I am sending you extracts from some of them.

Remember that the State Board of Health is always ready and anxious to give you any assistance that it can, so call upon it often.

With best wishes,
Sincerely,
ELSPETH BENNETT,
Chairman, Health Committee,
State Home Economics Assn.

"We are carrying out our health program along the same lines as we have in the past two years.

"However, as I have only three advanced students this year we are taking only the first three grades. We started this work in October and expect to continue it until May. In the second grade there are 32 children, and in October, 21 of them were underweight. We now have only 6 who are underweight. In the 3rd grade, 28 students—15 underweight in October and NOW ONLY 4 UNDERWEIGHT.

"There three girls who are carrying on this health work are keenly interested and are frequently collecting literature on the subject.

"We hope to have all the children in the first three grades normal by June."

Sincerely yours,
CAROLYN LUTKEMEIER,
Frankfort, Ky.

Ninety-five per cent of babies are born physically perfect. By the time they reach school age, seventy-five per cent have one or more physical defects. Let's prevent the development of these defects by teaching the girls and boys of today (who will be the fathers and mothers of tomorrow) correct health knowledge.

"Our Junior class conducted our Health program and have been quite successful with it. The children are taught a health lesson each week and are weighed once every month. Most of the children have showed a decided gain from their initial weighing. The girls are quite interested in making their talks and in the presentation to the different children so that they may 'go over'. In some of the rooms we have a Mr. Coffee captain and a Mr. Milk captain. We are very glad to report that Mr. Coffee is fast losing his followers and that Mr. Milk is gaining rapidly.

"We notice quite a number of children bringing their little buckets of 'Bear Soup' (milk) to have with their lunch. The story was told of the 'Three Bears' and the 'Little Bear' not having any soup and he wanted to grow big like 'Papa Bear'.

"In the seventh and eighth grades credit is given for the health talks. The girls give test, correct these papers and return the grades to the room teacher.

"All the teachers have given their time for the Health talks and are helping with the Health booklets."

DOROTHY BONAR,
Beaver Dam, Ky.

Malnutrition in its various forms is retarding the growth and development, both physically and mentally, of over 13,000,000 children in America.

"——— Each girl made a poster of some health rule and the best posters were placed in the lower grade rooms. The foods class have made some very good posters on balanced meals the best of which we are going to place in the local store windows.

"In selecting Home Projects two of my girls selected a project in teaching Health Plays and Games to the primary grades at recess. One girl is now teaching health to the seventh grade children for her project."

MRS. CECIL A. THOMPSON.
Livermore, Ky.

Health for an entire lifetime may be established by setting up correct habits during a child's growing years.

"——— At our Home Economics Exhibit to be held the last of January, we are planning to have on display, prepared diets for Babies, Pre-school age child, School child, and balanced lunch. . . ."

MARGARET E DRAKE,
Harlan, Ky.

It is natural to be well.

". . . The girls are very enthusiastic about their Health work. There is a great deal of competition among them to see who can have the best looking poster, best set of health rules for their children, get most educational exhibits, and the greatest increase in the number of children who eat fruit, vegetables and drink milk daily.

"The work is conducted in the following manner. There are 16 girls teaching health in the grades. Each has a helper, who selects the pictures for the posters, weighs the children and makes the posters. The student teachers teach one twenty minute period a week.

". . . The children are weighed each month and each child is told his gain or loss. Those who are underweight and have gained as much as one-half pound during the month are given some special recognition. . . .

"The girls enjoy their work thoroughly. This work is not only helping the girls by developing them personally, but is a great deal of help to the teachers in the grades."

MRS. M. E. MATTOX,
Richmond, Ky.

We have no right to have knowledge that will help another and keep it to ourselves.

" . . . At the beginning of the first month of school, a lesson in weighing and measuring children was given the girls. Certain rooms were assigned to certain students who were responsible for keeping the records. . .

"Forty health posters were made to be used during a display of the Western Kentucky Products. They were later presented to the grade teachers to help in teaching health. . .

"Dental examination was made of whole school by local dentist with assistance of foods and health classes. . .

"A pre-school clinic will be held the last of this month sponsored by the woman's Club. The health class will help in advertising it, etc. . . ."

VERONA SPURLIN,
Dawson Springs, Ky.

The best way to teach Health, is by being a living example of Health.

" . . . The second term takes up Child Care. So few of our girls have an opportunity to have this work any place else. We have a doll, then two or three times during the term, the nurse brings a real, live baby.

" . . . The city nurse gives the Senior High girls two hours a week."

JANE B. HOFFMAN,
Lexington, Ky.

Training for the profession of medicine, law, dentistry, teaching, nursing, engineering, etc., is deemed necessary by all, but few realize the necessity of training for the greatest profession of all—MOTHERHOOD.

" . . . In the sixth, seventh and eighth grades we have formed a 'For Better Health Club'. Each class has its officers, meeting twice a month, with round table talks on all phases of health. We

(Continued on page 167)

Home Economics Authorities Offer Suggestions for Golden Rule Sunday

By a STAFF MEMBER
Near East Relief

EDITOR'S NOTE—Whether as a school project or a home meal, the dinner for Golden Rule Sunday offers opportunity for a number of "tied-up" lessons in foods and cookery. The following suggestions fit admirably into such plans.

WITH Golden Rule Sunday approaching, on December fourth, teachers who are interested in observing the day are asking for recipes which shall turn the thoughts of their students to the Near East where live those orphan boys and girls in Near East Relief care for whose benefit the day's donations are given. While the simplest possible "orphanage meal" is eaten it may have an overseas flavor if a dish or two borrowed from Armenia or Greece or the Holy Land is included in the simple menu. Then, with sympathies aroused and table talk turned to these luckless children, the family contribution cannot fail to be generous.

The nutritive value of beans is recognized over there as here. Mrs. Christine Frederick, Director of the Home Experiment Station at Greenlawn, Long Island, contributes what might be called an international recipe for:

Beans Baked with Corn Syrup

3 cups navy beans
1 teaspoon salt
¼ teaspoon baking soda
1 large onion
4 tablespoons corn syrup
3 tablespoons oil

Olive oil or any preferred cooking oil or liquid shortening. Olice oil exclusively is used in the Near East.

Soak the beans overnight with salt and baking soda. Drain and parboil in fresh water until tender but not mushy. Mix the corn syrup with salt and about two cups of the bean liquor. Peel the onion and place in the bottom of the bean pot, greased with oil. Put in the beans, pour the seasoned liquor over them and bake in a slow oven for ¾ of an hour.

Mrs. Herrick gives also what is probably the simplest method of preparing beans.

Stewed Beans with Onion and Oil

Soak one cupful of dried beans over night. In the morning put them over the fire in enough salted water to cover and cook slowly until soft but not broken. Drain, sprinkle with a little salt and leave in the pot at the back of the stove to dry out. Put into a frying pan a large tablespoonful of oil, half an onion chopped fine and pepper to taste. When these are very hot turn in the beans. If sweetening is liked add 2 tablespoonfuls of corn syrup. Shake the pan over the fire until the beans are smoking hot and serve at once.

Getting dinner for a number like this is no small job! The eating is quick work for Near East Relief orphans have vigorous appetites

The vegetables most frequently eaten in the Near East are tomatoes and squash. The squashes are of many kinds but all come under the head of what we call "summer squashes". One sort, looking like an exaggerated cucumber but not so large as English marrow, is sliced without peeling and sauted in olive oil until tender. Another kind, more like our ordinary yellow summer squash, is much liked when peeled, cut into cubes, boiled with an onion, drained, sprinkled with crumbs and baked. As Golden Rule Sunday comes on the first Sunday in December when "winter" or "Hubbard squash" is most common in American markets, Miss Anna Barrows, domestic science lecturer in the School of Practical Arts, Teachers' College, Columbia University, offers a recipe for:

Baked Winter Squash

Wash a squash and cut or split into pieces suitable for serving. Remove the seeds. Make several gashes at right angles to one another cutting through the pulp down to the shell. Place the pieces, shell down, on the grating in the oven and bake at moderate temperature until the pulp is tender.

Beans with olive oil, squash, a bit of dark bread without butter and a cup of cocoa make a meal fully suggestive of the far-away lands of past history and present need.

Health News Letter

(Continued from page 166)

have original plays written by club members of the various classes. I offer two prizes. The first to the member having the greatest number of gold stars which represents normal. The second, to the member having the greatest number of white stars which represents effort in improvement. Each member is weighed once a month. . ."

CLARA SACHS,
Louisville, Ky.

It is not mere knowledge we need but better habits.

" . . . I emphasize health in all my classes, trying to correct round shoulders, hollow chests, etc. We pay especial attention to the ventilation of classrooms, and removal of wraps in the house. . .

"Two classes are interested in weight records. They keep their weight records and practice the health habits."

DOROTHEA GEBHART.
Marion, Ky.

If you have health, you probably will be happy, and if you have health and happiness, you have all the wealth you need, even if it is not all you want.

" . . . I have one class in Nutrition. We plan and cook meals properly balanced, designed to bring back to normal the most underweight child in this group. They also make posters which are displayed in their classrooms and on which they make a short talk to the whole room."

MARY W. SMITH.
Lincoln School, Lexington, Ky.

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The Community Health Demonstration

(Continued from page 156)

by direct service or by collaborating with local authorities, sound public health work in general, the results may justly be measured by the best current scale of public health performance — the new appraisal forms developed and applied by the American Public Health Association for city and rural health work respectively. These scales are being applied to the demonstrations by Dr. W. F. Walker, field director of that association, and it is hoped that the first of his reports, dealing with Fargo, will shortly be ready for publication. The delicate task of discovering how best to fit standard health practices, and particularly work for mothers and children, into the existing framework of the individual community does not lend itself so easily to appraisal. Experience over a long period of time will measure its success or failure. The Child Health Demonstration Committee will continue, however, to publish current information on the individual demonstrations as opportunity offers, in the hope that the definite advance of these four communities toward a better balance and higher level of public health services may be a stimulus and guide to other cities and counties.

The Child Health Demonstrations are an established success as a public health project. What can the teacher of home economics learn from them?

Most progressive home economists are even now cooperating at least to some extent, with public health nurse and other workers in this field. This is as it should be and such cooperation will continue. But why not employ the project method in TEACHING HOME ECONOMICS as well as public health?

Where shall we find a more dramatic method?

Suppose for example that a school of home economics decides to adopt this community demonstration project? Here is a tentative program offered by way of helping to clear the ground for action.

The general scheme calls for the staging of a demonstration in home management, the organization of which might be patterned after the child health demonstrations now being carried on by The American CHILD HEALTH Association, American Red Cross and others.

The home management demonstration would really consist of a series of demonstrations carried on simultaneously, one in nutrition, one in clothing and textiles, another in home budgeting, and so on.

A member of the faculty of the school, experienced in community work, would be appointed Director of Demonstrations.

The clothing demonstration would be in direct charge of a suitable member of the school; the nutrition demonstration would be in charge of a teacher of nutrition, and so on, but there should be one coordinating general director.

The students would carry on the actual work, under supervision of various faculty members. This plan would give the students the inestimable advantage of doing their student dietitian work in a hospital, their nutrition work with real children, their sewing with real housewives, their cookery in real kitchens.

It would seem advisable that a section of the city or community be chosen in which the residents are as average as possible, some professional, some industrial, and where the rents and other items are also average.

As the various demonstrations progressed, all sections of the community might have access to the carefully collated facts, and at their close the community as a unit would be equipped with material for a permanent and comprehensive program of health and income conservation; housing improvement where required, clothing data, and, in short, home economics conclusion supremely worth while.

Careful study of demonstrations carried on in other communities would serve to eliminate duplication of effort, while this method as a general plan of procedure would insure work along up to date lines.

Advantages to the school are so obvious as to require little discussion. Every lesson taught would be practiced and perfected in its own field. Other communities have had demonstrations, but so far as one knows, schools have not been the theatres of action. Therefore, the school would be making an original contribution to the combined fields of community welfare and education.

The demonstrations should cover one, two, three or five year periods, according to discretion of the director, but each year might be considered both as a unit and as part of the longer program.

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297 Fourth Avenue, New York City

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A Health Program in Schools

Carried on in Cooperation with the State Board of Health

By ELSPETH BENNETT
Supervisor of Home Economics, Kentucky

EDITOR'S NOTE—Program as outlined by Miss Bennett is carried on with the cooperation of the State Board of Health and the State Supervisor of Home Economics.

I. ORGANIZATION

Each student in the advanced Home Economics class shall be assigned a room, grade or certain number of children for whom she shall be responsible for weighing, helping to reach normal weight, and for teaching health habits. She has charge of the same group of children for the entire year, if practicable. In making the assignments, the ability, the attitude, and the personality of the student should be taken into consideration, as well as the age, discipline, the number and the advancement of the children.

It is most essential that from the beginning, each Home Economics student should adhere to the rules of health and endeavor to reach normal weight and gain all the other attributes of a healthy individual. This is not only for the sake of her own success and happiness but also for the influence that she will have over the children.

II. TIME

The program may be conducted throughout the entire school year. One day each week, the Home Economics student shall devote at least 15 or 20 minutes to the group of children for whom she is responsible. This time may be used in weighing and measuring the children, in determining their habits of food, rest and hygiene, and making instructive talks.

A schedule should be made out that will fit the time of the Home Economics student as well as the convenience of the regular teacher of the group of children. It is essential that she have the same time of the same day each week, for such regularity will impress the children with the importance of health teaching as well as eliminate confusion.

III. WEIGHING

1. *Initial*

Each Home Economics student and every child shall be carefully weighed, age recorded, height measured and normal weight determined at the beginning of the year. Shoes do not need to be removed but rubbers, leggings, boots, sweaters and coats must be taken off. Every precaution should be taken against making a mistake. Gains are made by pounds, but fractions thereof, so the ¼ and ½ pounds should be carefully noted.

The above should be recorded on a chart which contains space for the weight every succeeding month. This chart should be hung in a conspicuous place in each room.

Note: Many shy children are embarrassed when requested to remove shoes. The important thing is to receive the cooperation of the child and to teach health habits.

2. *Subsequent*

Every underweight child should be weighed at least every two weeks—every week if time permits. Children normal or above should be weighed once a month. The same rule applies here in reference to coats, etc., as above. It is not necessary to record age, measure the height and determine the normal weight except in September and January.

3. *Scales*

The same scales should be used at every weighing. If the school does not possess any and cannot purchase them,

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The "Manual of Cookery" has been prepared by the Home Economics Department of the Procter & Gamble Company, makers of Crisco. A copy will be sent free to any Home Economics teacher. We shall also be pleased to send you additional copies if assured that they will be used as demonstration manuals or collateral text books. Use the coupon below in requesting your sample copy.

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Cincinnati, Ohio.

Please send me, free, a sample copy of the Manual of Cookery.

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borrow them from one of the interested and public-spirited citizens. ALWAYS be sure that they are properly adjusted and balanced. If the scales have not a rod for measuring the height, a tape measure may be tacked twelve (12) inches from the floor on the wall where the surface is smooth. The child may stand with his back to the tape measure, heels against the wall, and a book placed on the head of the child so that one end touches the tape measure. The amount where the book touches the tape measure plus the 12 inches allowed at the floor will be the height.

IV. MATERIAL

1. *Weight Chart*

The names all the children, their weights and what they should normally weigh, should be recorded on a chart and hung in the room where all can see it.

2. *Weight Honor Roll*

The names of the children who are of normal weight may be put on an attractive Honor Roll. This makes them feel the importance of normal weight.

3. *Stars*

To add interest, little gold stars may be placed beside the names of all on the Honor Roll. On the weight chart, a green or any other color star except gold may be placed each time a gain of ½ pound or more is made.

4. *Posters*

Each talk that the Home Economics student makes should be illustrated with an attractive poster. This should be left in the room. Posters should also be put in the halls, lunch rooms, on the grounds, etc. Much teaching is done by continually keeping the matter foremost in an attractive way. It is essential that these posters be neat, clean and hung straight on the wall.

5. *Slogans*

A slogan each week adds interest and gets results if the children are pledged to follow it. Examples:

"Watch us grow."

"Drink four glasses of milk every day."

"Begin each day with a good breakfast."

For the entire health program, a slogan, "Every child Normal in Weight by June" would be excellent,—a definite goal to be worked for adds interest.

The regular grade teacher could cooperate by *each morning* asking how many are keeping their pledge to do what the slogan for that week says.

The regular grade teacher could cooperate by having health booklets made in the drawing lessons, illustrating the weekly health talks.

6. *Short Plays, Recitations, Etc.*

In chapel, by those following the rules of health or as an honor for gaining adds interest. No matter how much ability a child may possess, he should not be permitted to be in a health play if he is not following the health rules and making good gains in weight.

"Now we serve twice as many Coconut Cakes and Pies"

J. J. Meiskopf

Pastry chef of the famous Congress Hotel in Chicago

"I HAVE always liked to make coconut delicacies—and always until recently I used only fresh coconut. Then someone called my attention to Baker's new moist canned coconut—and now I never use anything else.

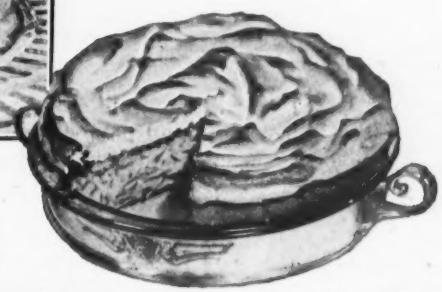
"People seem to like it even better than the fresh. I warmly recommend it to housewives as a decided improvement, in richness of flavor and in juicy tenderness, over every other kind of prepared coconut."

Housewives, heads of cooking schools, home economics teachers, cookery editors, authors of cookbooks are enthusiastic about this moist canned coconut.

Order a can and try it. When you see how delicious it is you will want to have the new Franklin Baker Recipe Calendar containing recipes by celebrated cookery experts. Drop us a post card and we will send it to you free.

Coconut Marshmallow Layer Cake

You will find the recipes for this especially delicious cake and this interesting new pie in the new Recipe Calendar which we will be glad to send you free



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V. SUGGESTED OUTLINE FOR THE YEAR'S PROGRAM:

1st week—Weighing and measuring and computing normal weight of the Home Economics students. This should be practiced until each student can accurately weigh and measure and compute normal weight.

2d week—Weighing and measuring and determining normal weight of the grade children.

3d week—Talk: "Biting Others' Foods, Putting Objects in Mouth, etc."

4th week—Talk: "Sneezing, Coughing, Expectorating."

5th week—Talk: "Defects."

6th week—Weighing.

7th week—Talk: "What Positive Health Means."

8th week—Talk: "Clothes."

9th week—Talk: "Teeth."

10th week—Weighing.

11th week—Talk: "Sleep and Rest."

12th week—Talk: "Why We Eat."

13th week—Talk: "Breakfast."

14th week—Weighing, measuring and determining normal weight.

15th week—Talk: "Milk."

16th week—Talk: "Tea, Coffee, Cocoa, Chocolate and Soft Drinks."

17th week—Talk: "Cereals."

18th week—Weighing.

19th week—Talk: "Fruits."

20th week—Talk: "Vegetables."

21st week—Talk: "Vegetables."

22d week—Weighing.

23d week—Talk: "Meat."

24th week—Talk: "Sweets."

25th week—Talk: "Eating Between Meals."

26th week—Weighing.

27th week—Talk: "Regularity."

28th week—Talk: "Water."

29th week—Health Plays.

30th week—Weighing.

VI. SUBJECT MATTER

It is suggested that several days before the talks by the students in the grades that the Home Economics class, under the leadership of the Home Economics teacher, thoroughly discuss the subject of the talk. After the discussion, each student should prepare her talk, using as much of the material gained from the class discussion as is suitable for the children to whom the talk is to be made.

The first talks prepare a fertile field for the talks on nutrition. The knowledge they give the children when put into practice is essential to health. They lead up naturally to the food subjects which come at a time in the year when the advanced Home Economics student should have abundant knowledge from which to draw.

There is no reason why young children should not know why we eat, what vitamins are, why milk is essential in the diet, why pork should not be given to children, the harm of tea and coffee, etc. If the Home Economics student, who should be well equipped to do so and of an age to interest the children, can pass on this knowledge to the children in an attractive way, and at the same time be the means of creating the proper habits of food and health, she will be contributing valuable service to her community.

The talks must contain not only valuable facts about foods and health, but must have unity, coherence and interest that will hold the children. Contests, games and stories aid a great deal in creating interest, as do posters, charts, etc.

There are certain important facts to be taught under the following:

1. *"Biting Others' Food, Putting Objects in Mouth, etc."*

a. Spreads disease. Bacteria in everyone's mouth. Bacteria on pencils, money, hairpins, hands, etc.

b. Food put into mouth must not be put in again if taken out for any reason—as all-day suckers, etc. Is moist. Bacteria and dust adhere.

c. Not done by cultured and refined.

Slogan: "Put nothing in your mouth except your own food."

2. *"Sneezing, Coughing, and Expectorating."*

a. Sneeze and cough into a clean handkerchief.

b. Colds, influenza, tuberculosis, spread by coughing and sneezing bacteria into the air.

c. Coughing may be suppressed if lips are tightly pressed together.

d. Spitting is unnecessary. Is either habit or diseased condition. Spreads

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disease. Is not sign of manliness. Is unrefined and uncultured.

e. Sneezing may be prevented by pressing in center of upper lip.

Slogan: "Do Not Spit!"

References—Metropolitan Bulletin — "How to Prevent and Cure Tuberculosis."

"Health Plays and Games of Louisville Public Schools"—pages 63-106.

3. *"Defects."*

a. Decayed teeth and diseased tonsils are centers of infection. Poisons carried from them throughout the body cause rheumatism, heart trouble. Lowers resistance of body to disease. Cause colds, underweight and other ills. Produces fatigue and reduces efficiency.

b. Adenoids may cause misshapened mouth and nose; causes mouth breathing.

c. Defective vision may produce headache, restlessness, inability to do good work and may cause other physical discomfort. Much may be detected by Snellen Test. Snellen card for purpose of testing eyes may be secured from State Board of Health. All visual defects should be corrected by a good oculist.

4. Discover defects by physical inspection, then have them corrected.

Note: Make arrangements with local doctors, county nurse, or State Board of Health to have medical inspection in your school. If this can not be arranged, the teacher and the Home Economics student may detect decayed teeth and teeth needing cleaning by looking into the wide-open mouth of each child.

Slogan: "Have all defects corrected—be fit to gain."

References—Metropolitan Booklets — "Tonsils and Adenoids" and "Eyesight and Health."

4. *"What Positive Health Means."*

a. Progressive gain in weight is best gage to maintained health. A child should steadily increase in weight for he is a growing creature. Periods of failure to gain indicate trouble somewhere.

b. Correct posture.

c. Clean complexion.

d. Bright eyes.

e. Good texture of hair.

f. Not easily tired.

g. Mentally alert.

h. Pleasant disposition.

i. Wholesome attitude toward life.

j. Not susceptible to frequent colds, sore throat, etc.

Slogan: "There is no Wealth like Positive Health."

References — Posture Leaflet, Children's Bureau, U. S. Dept. of Labor.

5. *"Clothes."*

a. Clean under as well as outer.

b. Not too heavy.

c. Remove sweaters, coats in house if temperature is as much as 68 deg. F.

d. Remove rubbers, damp or wet clothing immediately upon coming into house.

e. Air day clothing at night; night clothing in day.

f. Do not sleep in day clothes.

g. Well-fitted shoes. Heels not run over. Back-ache, poor posture, misshapen feet result from badly fitted shoes. Should have medium heel not too far under nor too small. Straight inner line. Not pointed toe.

Slogan: "Always wear clean clothes."

References—"Health Plays and Games of Louisville Public Schools." Pages 141-147.

6. *"Teeth."*

a. Teeth should be examined every six months to detect cavities before much destruction of the teeth has occurred.

b. Decayed teeth should be filled immediately. Teeth with diseased roots should be extracted.

c. Brush (up and down) at least morning and night.

d. Use good tooth paste or table salt.

e. Renew tooth brush every six months.

f. Poor teeth may cause digestive disturbances, rheumatism, heart trouble.

g. Kind of food we eat determines kind of teeth we have. Made of lime. Eat lime—rich foods, especially milk.

h. Have only two natural sets of teeth. Should last lifetime.

Slogan: "Brush teeth twice every day."

References—Metropolitan booklet — "Care of Teeth." "Health Plays and Games of Louisville Public Schools." Page 106.

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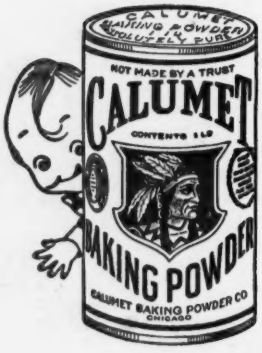

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7. *"Sleep and Rest."*

a. At night—nine hours in room with wide open windows. Fresh air quiets nerves, making sleep more refreshing. Body cannot function properly without continual supply of fresh air both day and night.

b. Lights out. Enough, not too much cover, all day clothes removed and placed to air.

c. Day—one hour lying down as near middle of day as possible.

d. Underweight, susceptibility to disease, poor appetite, nervousness, faulty posture, inattention, poor scholarship, irritablity may be caused by lack of sufficient rest.

e. Lack of rest in day may cause sleeplessness at night.

f. Body can best be repaired during rest.

Slogan: "In bed ten hours with windows open."

References—Metropolitan Booklet — "The Janitor and the School Child." Posture Leaflet, Children's Bureau, U. S. Dept. of Labor.

8. *"Why We Eat."*

a. For heat. As coal burns in the fire and gives off heat, so food burns in the body and warms it.

b. For energy. As coal in the steam engine makes it run, so food in the body gives it energy.

c. To repair worn-out parts of body. Daily our activity destroys nerves, muscles and other cells of body. These are repaired by the foods we eat.

c. To make children grow.

e. We should not eat food merely because we like it, but for the good it does body.

Slogan: "Eat food that makes you grow."

References—Pamphlet, "The Human Machine."

9. *"Breakfast."*

a. Most important meal—comes after longest fast period. Should prepare for day's work.

b. Poor appetite helped by rising one-half hour before breakfast.

c. Essentials of a good breakfast. Fruit; cooked whole grain cereal; milk; toast; egg (not fried) or bacon.

Slogan: "Begin the day with a good breakfast."

References—"A Series of Short Articles on Nutrition." Pages 16-17.

10. *"Milk."*

a. Food value—vitamins, mineral (lime), carbohydrate (sugar), protein (body builders), fat—what each does for the body.

b. Value of whole cow's milk vs. skimmed milk.

c. Value of fresh cow's milk vs. canned milk.

d. Amount needed daily—4 glasses—one at each meal, one at mid-afternoon.

e. Care of milk. Clean milk essential. Dangers of dirty milk.

f. Butter from cow's milk valuable for fat and vitamins. Butter substitutes lack vitamins.

Slogan: "Drink four glasses of milk every day."

References—Pamphlets, "The Human Machine," "Clean, Safe Milk for Your Children," "A Series of Short Articles on Nutrition." Pages 4-5.

11. *Tea, Coffee, Cocoa, Chocolate and Soft Drinks."*

a. Presence of drugs—caffeine, theine, theobromine, etc., cause nervousness, poor appetite, over-stimulates heart. Theobromine in cocoa and chocolate as caffeine in coffee and theine in tea is harmful. Cocoa and chocolate usually too sweet. Pervert appetite from milk.

b. Are artificial stimulants. Habit formers.

c. Soft drinks are made with artificial flavoring and coloring. They are of limited food value and are habit forming.

d. Use milk, water, fresh fruit juices. Refreshment and food value in these.

Slogan: "Drink no tea, coffee, or soft drinks."

References—"A Series of Short Articles on Nutrition." Page 9.

12. *"Cereals."*

a. Food value—heat and energy producers.

b. Difference in food value and cost of ready-to-eat cereals, and of uncooked cereals as oatmeal, Cream of Wheat, farina, etc.

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c. Length of cooking. Why.

d. Value of different kinds of bread.

Slogan: "Eat a whole grain cereal every day."

13. "Fruit."

a. Food value—vitamins, sugar, minerals, cellulose.

b. Prevent constipation—why. Dangers of constipation—habit.

e. Use fruit in place of other sweets, desserts and candy.

d. Fresh fruit best. Use canned or dried when fresh not available.

Slogan: "Eat some fruit every day."

References—"A Series of Short Articles on Nutrition," Pages 6-14.

14. "*Vegetables.*"

a. Food value—vitamins, cellulose, minerals.

b. Prevent constipation—which ones and why.

c. Cooked without grease in small amount of water (salted and boiling) 20 minutes with lid tightly on. Long cooking destroys vitamins, grease renders difficult to digest. No greasy cabbage, greasy greens, greasy beans.

d. Most people eat too many starchy foods. Use potatoes only once daily. Macaroni, spaghetti, grits, hominy, bread are also starchy. Have only one starchy food at a meal.

e. Eat a leafy green vegetable once a day. Leafy green vegetables are not roots and tubers.

f. Eat an uncooked vegetable at least twice a week, for vitamins.

Slogan: "Eat a leafy green vegetable every day."

References—"A Series of Short Articles on Nutrition." Page 148.

15. "*Meat.*"

a. Meat is a protein food.

b. Americans eat too much meat.

c. Kentuckians eat too much pork. No child should eat any. Adults not more often than twice a week.

d. Too much meat is harmful to body.

e. Meat not more than once a day. Choose fowl and fish frequently. Eggs and a small amount of cheese can replace meat.

f. Easiest to digest when broiled or roasted. Most difficult when fried.

Slogan: "Eat meat not more than once a day."

References—"A Series of Short Articles on Nutrition." Page 10.

16. "*Sweets.*"

a. "Sugar is a habit forming food."—McCollum.

b. The most easily digested natural sugar is in milk, fruits, vegetables and cereals. These foods do not need extra sugar added.

c. Teeth decay and digestive disturbances increased by too many sweets.

d. Jams, jellies, marmalades, preserves, have lost much of food value of fruit by long cooking and have too much sugar.

e. An excessive use of sweets destroys appetite for wholesome foods.

f. Diabetes a disease of the pancreas), which sometimes seems to "run in families" comes from the "sugar bowl."

g. Use little or no sugar in cooking desserts, fruits, etc.

h. Eat sweets in small amounts only after meals.

Slogan: "Eat sweets only after meals."

References—"A Series of Short Articles on Nutrition." Page 11.

17. "*Eating between meals.*"

a. Takes appetite for next meal.

b. Overworks stomach.

c. Eliminates joy of coming to table hungry at mealtime.

d. Usually sweets are eaten between meals.

e. Interferes with regularity of eating.

f. Milk may be taken midway between meals—does not interfere with appetite, is easily digested.

Slogan: "Nothing but milk to eat between meals."

18. "*Regularity.*"

a. Meals should always be at a regular time—4½ hours apart. The same time every day. If interval must be longer, a glass of milk midway between.

b. Bedtime the same time every night. Bedtime, 7 o'clock until eight years old; 8 o'clock until fourteen years old; 9 o'clock after fourteen years old.

c. All successful business and schools require regularity. The home should require it also.

Slogan: "In bed at ? every night."

References—"A Series of Short Articles on Nutrition." Page 15.

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Chapters from the Lives of Leaders

Ellen H. Richards, Founder, American Home Economics Association

HOME Economics holds no better example of what may be accomplished by breadth of vision plus attention to scientific detail than is found in the life of Ellen H. Richards.

Readers of THE HOME ECONOMIST who do not know "The Life of Ellen H. Richards," by Caroline L. Hunt (M. Barrows and Company, Boston), can hardly make a better beginning in their general reading than by acquiring Miss Hunt's book.

With such a book in existence it seemed presumptuous for us to even attempt to write our own chapter from Mrs. Richard's life. To direct our readers' attention to Miss Hunt's book is our first purpose then. To avail ourselves of the privilege granted by the publishers to quote from the life is our second. It seems fitting in opening such a series as this to quote what Miss Hunt has to say about Mrs. Richards' housekeeping as follows:

"THE details of the housekeeping of the woman who organized the American Home Economics Association and who succeeded in making a home and carrying on a profession at the same time, are, of course, of general interest. This fact gives an excuse for piercing the veil of privacy that hangs about the home, and for asking what manner of housekeeper Mrs. Richards was and how she ordered her home life.

"In general, it may be said that her home was not strikingly or obtrusively different from any other well conducted home, the differences which existed being in the amount of attention given to the essentials, in its cleanliness—which was of the shining order so far as surfaces were concerned and which extended to hidden places and even to the air, clean air being her hobby—in its freedom from fads, and in the intelligence with which it welcomed any new household utensil or furnishings or practice which gave promise of contributing to health and efficiency. When Mrs. Richards began housekeeping in the seventies, she furnished her house with carpets as every one else did. But when for the sake of greater convenience or safety she changed her methods; when, for example, she substituted rugs for carpets, began to use gas instead of coal for cooking, installed a telephone, or experimented with the vacuum cleaner for house cleaning, she always counted the cost, not only in money, but in time and steps. When she began to use a gas stove she had a meter placed in her kitchen, and with the assistance of a young engineer who was living in her home made a thorough study of the amount of gas required for preparing different dishes and for carrying on various household processes. She carefully computed, too, the amount of time involved in caring for rugs and hardwood floors as compared with carpets. In her last public address, which was at Ford Hall, Boston, on the subject, 'Is the increased Cost of Living a Sign of Social Advance?' and in which she reviewed her housekeeping experiences of thirty-five years, showing that the cost had doubled in that time, she gave abundant proof that she understood her own problems, not only in their relaltion to her family life, but also in their social bearings."

HOME economics workers are perhaps prone to fall into the way of dwelling very much on the practical details of their work. Practical details are all very well in their way, and in fact, essentially. It is on the spiritual message embodied in the life of Mrs. Richards, however, that the reviewer chooses for a moment to dwell.

As we follow Ellen Swallow in her early girlhood, in her work at Vassar College, in her own home and in her visits to the homes of her friends and associates, we find that she realized that she knew the meaning of the phrase "fullness of life". She had ideas, Miss Hunt tells us, which she used to call her "visions". She made hasty notes of these to be read and worked over later both in her addresses and in her writings. She was an inspiration to all who came in contact with her. This stands out from every page of Miss Hunt's book.

We read of Mrs. Richards' perfect self mastery. And Miss Hunt tells us that because of this she was sometimes considered unsympathetic. Those who came close to her, however, realized that sympathy was one of her strongest characteristics.

Mrs. Richards was on the alert to avoid anything that touched upon cruelty. She was democratic and simple because she did not recognize differences. She believed, and to use her own words, "in a guiding spirit and tried to keep her ears open to the whisperings and her eyes clear for the inner light". Miss Hunt has been especially happy in her ability to show us with conviction how lasting are the after influences of such a life as that of Ellen H. Richards. Miss Hunt says "such a life does not lose its power and vitality when it passes away from us".

WHEN one realizes that in the fellowship which has been founded in her name, in love of the women who were influenced by association with Mrs. Richards, in her writings, in her plans for the new science of "Euthenics"—we have continuous proof of what Mrs. Richards accomplished, who shall say that we have no helps in our struggles to follow our leader's footsteps.

The Ellen H. Richards Home Economics Fund will make it possible to continue the activities which Mrs. Richards began for the benefit of the American home. Students and teachers of home economics for many generations to come, while deprived of the personal joy of association with this brilliant yet simple woman, may yet feel themselves an integral part of the movement which she founded and which will endure as one of her worth while monuments.

One prefers to close this inadequate sketch in Miss Hunt's words since, as stated earlier, the chief purpose of such a review is to fire its readers with a desire to possess Miss Hunt's own book In closing the life of Mrs. Richards, Miss Hunt says:

"We can trace her influence at work in many other ways in schools and colleges and other educational institutions, in scientific and popular societies, and in the most efficient activities of public agencies and private undertakings which she touched. Her life goes on in a thousand forms and in a thousand places, and the most skillful social survey could not reveal them all. To those who knew her and worked with her there remains, moreover, the personal presence of the leader, the counselor, the friend, in the laboratory, at the desk, in the conference room and the convention hall—wherever tasks must now be faced alone which once were faced with her.

New Commercial Material

(Continued from Page 158)

287. *"Soft Wheat and Soft Wheat Flours."* A good reference booklet for the history of wheat, its growth and preparation for milling, the history of milling and the uses of soft wheat flour.

288. *"Vitamine B. in Yeast Bread."* A rather technical bulletin suitable for teachers and older students, giving the results of a series of experiments carried out to determine whether vitamine B. is present in yeast bread.

289. *"The Story of Condensed Milk."* A history of the origin and development of condensed milk written in an interesting manner and put out by a large milk company.